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9-YEAR PROGRAM
Classroom Assessment Materials

Chinese

LANGUAGE and CULTURE

[GRADE] 4

2008

Alberta EDUCATION

Chinese Language and Culture Nine-year Program

Grade 4
Classroom Assessment Materials

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For further information, contact:
Alan Chouinard
Alberta Education
Learning and Teaching Resources Branch
8th Floor, 44 Capital Boulevard
10044 – 108 Street NW
Edmonton, Alberta T5J 5E6
Telephone: 780–427–2984 in Edmonton or toll-free in Alberta by dialling 310–0000
Fax: 780–422–0576

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Learning and Teaching Resources Branch staff involved in the development, production and distribution of this document includes:

Raja Panwar	Director
Stella Shrum	Acting Director
Greg Bishop	Assistant Director, Resource Development
Alan Chouinard	Assessment Manager, International Languages
Wai-Ling Lennon	Resource Manager, International Languages
Baolong Ni	Special Advisor, Chinese Language and Culture
Kim Blevins	Document Production Coordinator
Jackie Mosdell	Editor
Lin Hallett	Desktop Publishing
Dianne Moyer	Desktop Publishing
Liliya Pantelyuk	Desktop Publishing
Esther Yong	Desktop Publishing
Sandra Mukai	Copyright

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Classroom Assessment Materials
Grade 4
Chinese Language and Culture

Purpose

This document is designed to provide assessment materials for specific Grade 4 outcomes in the Chinese Language and Culture Nine-year Program, Grades 4–5–6. The assessment materials are designed for the beginner level in the context of teaching for communicative competence.

Grade 4 learning outcomes from the Chinese Language and Culture Nine–year Program, Grades 4–5–6 provided the basis for the development of the performance tasks and accompanying evaluation tools in this document. These assessment materials are intended to be closely linked to classroom practices and are aligned to the general and specific outcomes for Grade 4.

About the Assessment Materials

The assessment materials included in this document consist of performance tasks that are accompanied by a variety of evaluation tools that teachers can use to gather evidence and information about student progress and achievement.

These assessment materials focus on the specific Grade 4 outcomes from the *Applications* and *Global Citizenship* components in the Chinese Language and Culture Nine-year Program, Grades 4–5–6. These specific outcomes are identified as Principal Outcomes in each of the performance tasks. Specific outcomes from the *Language Competence* and *Strategies* components that support the Principal Outcomes, and are addressed in the performance tasks, are listed as Supporting Outcomes.

Assessment for Learning and **Assessment of Learning**

The purposes of assessment can be divided into two categories: **assessment for learning** and **assessment of learning**.

Assessment for learning, also referred to as formative assessment, is characterized by the ongoing exchange of information about learning between teacher and student and between student and student. It provides information about student progress, allowing the teacher to make adjustments to best meet the learning needs of an individual student or an entire class. Assessment for learning involves specific, descriptive feedback but is **not** included in a performance grade. Assessment for learning promotes students' understanding of how they are doing in relation to learning outcomes and competence in setting personal learning goals. If students are to become competent users of assessment information, they need to be included in the assessment process.

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Assessment of learning, also referred to as summative assessment, checks what a student has learned at a given point in time. It most often occurs at the end of a period of instruction; e.g., a unit or term. Assessment of learning information is designed to be summarized in a performance grade and shared with students, parents and others outside the classroom who have a right to know.

Teachers make professional decisions to determine which type of assessment strategy is most appropriate at any given time during the instructional cycle.

How and When to Use the Assessment Materials

- Performance tasks and their accompanying evaluation tools in this document are ordered according to the *Applications* and *Global Citizenship* outcomes they address. They are not intended to be followed in sequential order.
- Teachers may use the assessment materials at any point during the school year to gather information about how well students perform in relation to specific outcomes from the program of studies.
- Teachers can choose which of the evaluation tools they will use with their students. It is not intended that teachers use all evaluation tools included in this document.
- The assessment materials are designed to be used for the purposes of assessment *for* learning (formative).
- Performance tasks and their accompanying evaluation tools should be adapted according to the language abilities, needs and interests of students.
- It is expected that teachers will use the information they collect in assessments to provide students with ongoing feedback, set learning goals and determine areas for further instruction and intervention.
- Teachers are encouraged to provide Hanyu pinyin symbols, along with the Chinese characters, to support students' learning of pronunciation.

Assessment of the Strategies Outcomes

As students progress through the year, they should develop an awareness of a range of strategies and begin to apply them to assist their learning of the target language. As students engage in the performance tasks, it is recommended that teachers note students' emerging awareness of *language learning* and *language use* strategies to assist their comprehension and enhance communication.

The performance tasks in this document provide students with experiences that encourage them to use a variety of strategies; e.g., using gestures to aid comprehension, asking for clarification and working with others to complete a task. Strategies that help students complete the performance tasks are listed in the Supporting Outcomes section of each performance task description.

Students' use of strategies can be evaluated by students through self-assessment and by teachers as they observe and conference with students.

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Principles of Effective Classroom Assessment

- **Assessment is ongoing**
  Assessment is a continuous process in which teachers gather information about student learning and consider it as they plan instruction. Ongoing student assessment facilitates decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

  Assessment and evaluation provide feedback to teachers, students and parents about student learning. The goal of this feedback is to help improve students' future performance. The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning.

- **Assessment employs a variety of strategies**
  "The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts."[1] When teachers use a variety of assessment strategies, they are able to communicate about student performance in a range of outcomes in the program of studies.

- **Assessment criteria are clearly communicated**
  Assessment criteria describe what students are expected to do to meet intended learning outcomes. Assessment criteria, written in age-appropriate language, are communicated to students before they begin any assessment activity. Sharing criteria with students empowers them to monitor their learning and tell others about their progress.

- **Assessment involves students**
  Involve students in identifying their learning needs and goals. Facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and to allow students to become effective users of assessment information.

- **Assessment demonstrates sensitivity to individual differences**
  Assessment impacts student motivation and self-esteem and, therefore, needs to be sensitive to how individual students learn. Assessment focuses on a student's progress and growth in relation to specific outcomes. Information is shared with students and parents to compare a student's performance with his or her previous performances. This involves ongoing specific and descriptive feedback, i.e., verbal or written, that highlights student strengths and suggests goals for improvement.

In summary, effective classroom assessment:

- addresses specific outcomes in the program of studies
- shares intended specific outcomes with students prior to instruction
- assesses before, during and after instruction
- employs a variety of assessment strategies and evaluation tools to indicate student achievement
- grounds assessment within contexts that are meaningful to students
- shares criteria with students before assessment activity begins
- provides frequent and descriptive specific feedback to students
- facilitates students' communication with others who have a right to know about their progress and achievement
- ensures students can describe what comes next in their learning.

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1. Alberta Assessment Consortium, *A Framework for Student Assessment* (Edmonton, AB: Alberta Assessment Consortium, 2005), p. 18.

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The following chart[2] clarifies the differences between assessment of learning and assessment for learning.

Assessment **for** Learning (**formative** assessment)	Assessment **of** Learning (**summative** assessment)
Checks learning to decide what to do next, then provides suggestions of what to do; teaching and learning are indistinguishable from assessment	Checks what has been learned to date
Is designed to help educators and students improve learning	Is designed for the information of those not directly involved in daily learning and teaching (e.g., school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students
Is used continually to provide descriptive feedback	Is presented in a periodic report
Usually uses detailed, specific and descriptive feedback, in a formal or informal report	Usually compiles data into a single number, score or mark as a formal report
Is not reported as part of an achievement grade	Is reported as part of an achievement grade
Usually focuses on improvement, compared with the student's previous best	Usually compares the student's learning with other students' learning, e.g., norm-referenced—making learning highly competitive, or the standard for a grade level; e.g., criterion-referenced—making learning more collaborative and individually focused
Must involve the student	Does not always involve the student

2. Adapted from Ruth Sutton, unpublished document, 2001, in Alberta Assessment Consortium, *Refocus: Looking at Assessment for Learning* (Edmonton, AB: Alberta Assessment Consortium, 2003), p. 4.

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新同学 / The New Student

Student's Performance Task Description
You have volunteered to be a buddy to a new student who has arrived in class. This is the first time you are meeting him or her. Introduce yourself, exchange some personal information with the new student and welcome him or her to the class.

Principal Outcomes	
A-1 To receive and impart information	❑ **A-1.1 share factual information** a. share basic information
A-4 To form, maintain and change interpersonal relationships	❑ **A-4.1 manage personal relationships** a. exchange greetings and farewells b. address a new acquaintance and introduce themselves c. exchange some basic personal information

Supporting Outcomes	
LC-2 Interpret and produce oral texts	❑ **LC-2.3 interactive fluency** a. engage in simple interactions, using short, simple phrases
LC-4 Apply knowledge of the sociocultural context	❑ **LC-4.4 social conventions** a. imitate simple, routine social interactions b. use basic social expressions appropriate to the classroom

Materials
- Visual supports on walls about greetings, feelings, asking and telling one's age

Alternative Assessment Task
You are a host of a school event; e.g., multicultural night or Chinese cultural event. You greet Chinese guest speakers and performers at the door, in Chinese. You show them to their seats or describe where they are to go, using a map.

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For Student Use

新同学 / The New Student

Student's Performance Task Description
You have volunteered to be a buddy to a new student who has arrived in class. This is the first time you are meeting him or her. Introduce yourself, exchange some personal information with the new student and welcome him or her to the class.

Instructions

1. Find a partner. One person is the buddy, the other the new student. Switch roles afterward.
2. Plan and present a possible first meeting between the two students.

Sample dialogue

Buddy:	Hello!
New Student:	Hello!
Buddy:	你好吗? / How are you?
New Student:	我很好，谢谢。你好不好? / I am fine, thank you. How are you?
Buddy:	我很好，谢谢。我是 ____。 你叫什么名字? / I am very well, thank you. I am ____. What is your name?
New Student:	我叫____。 / My name is ____.
Buddy:	你几岁? / How old are you?
New Student:	我是 ____ 岁。 你几岁呢? / I am ____ years old. How about you?
Buddy:	我是 ____ 岁。 欢迎你到我们班上来! / I am ____ years old. Welcome to our class!
New Student:	谢谢! / Thank you!
Buddy:	再见! / Good-bye!
New Student:	再见! / Good-bye!

Evaluation Tools

- Self-assessment Checklist
- Observation Checklist
- Self-assessment
- Peer Assessment

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新同学 / The New Student: Self-assessment Checklist

姓名 / Name: _____ 日期 / Date: _____

Criteria	Yes	Not Yet	My Thoughts about the Task
A-1.1a **I shared basic information about myself:** - name - how I feel - age	❑ ❑ ❑	❑ ❑ ❑	• I am pleased with how I …
A-4.1a **I exchanged a:** - greeting - farewell	❑ ❑	❑ ❑	
A-4.1b **I introduced myself:** - to someone new	❑	❑	• I wish I would have …
A-4.1c **I learned information about someone else:** - name - how they feel - age	❑ ❑ ❑	❑ ❑ ❑	
LC-2.3a **I had:** - a conversation with someone, in Chinese	❑	❑	• If I could do this again, I …
LC-4.4a **In this social interaction, I:** - pretended that I was meeting someone new	❑	❑	
LC-4.4b **In this social interaction, I:** - used polite expressions, including *thank you* and *you are welcome*	❑	❑	

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For Teacher Use

新同学 / New Student: Observation Checklist

日期 / Date: _____

Criteria: A-1.1a, A-4.1a, A-4.1b, A-4.1c — The student shares/exchanges personal information, greetings and farewells with a new acquaintance

Student	Met	Not Yet	I noticed ...
1.	❑	❑	
2.	❑	❑	
3.	❑	❑	
4.	❑	❑	
5.	❑	❑	
6.	❑	❑	
7.	❑	❑	
8.	❑	❑	
9.	❑	❑	
10.	❑	❑	
11.	❑	❑	
12.	❑	❑	
13.	❑	❑	
14.	❑	❑	
15.	❑	❑	
16.	❑	❑	
17.	❑	❑	
18.	❑	❑	
19.	❑	❑	
20.	❑	❑	
21.	❑	❑	
22.	❑	❑	
23.	❑	❑	
24.	❑	❑	
25.	❑	❑	
26.	❑	❑	
27.	❑	❑	
28.	❑	❑	
29.	❑	❑	
30.	❑	❑	

Considerations for future planning

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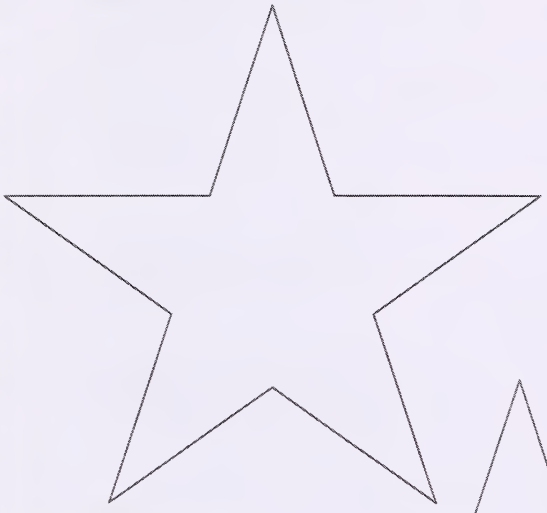
For Student Use

新同学 / The New Student: Self-assessment

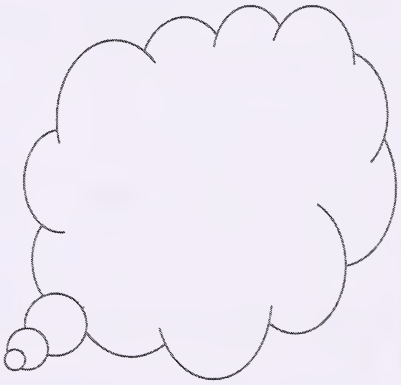
姓名 / Name: _____ 日期 / Date: _____

A-1.1a, A-4.1c, LC-4.4b

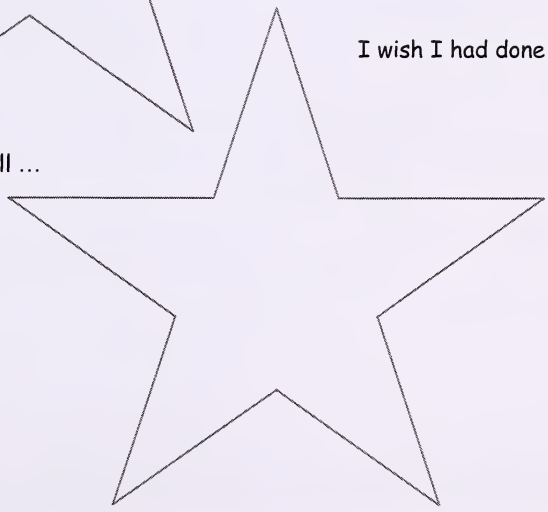
Exchanging Basic Information with Someone New



I did these things well ...



I wish I had done this differently ...



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For Student Use

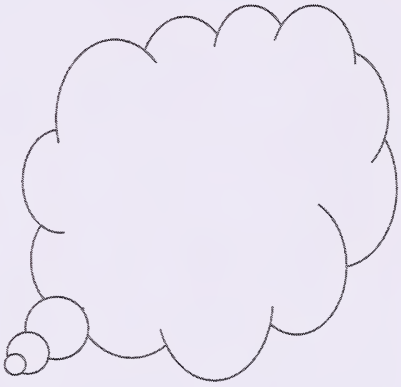
新同学 / The New Student: Peer Assessment

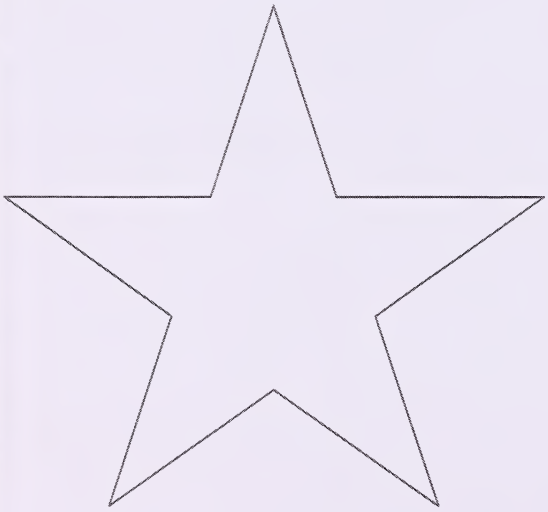
姓名 / Name: _____ 日期 / Date: _____

A-1.1a, A-4.1c, LC-4.4b

Exchanging Basic Information with Someone New

Some advice for next time ...





I really liked how you did this ...

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想象的家庭 / Imaginary Family

Student's Performance Task Description
You are a famous photographer who specializes in family portraits. You have been asked to present your family to a group of Chinese-speaking admirers.

Principal Outcomes	
A-1 To receive and impart information	❑ **A-1.1 share factual information** b. identify concrete people, places and things
Supporting Outcomes	
LC-1 Attend to form	❑ **LC-1.1 phonology** a. pronounce some simple words and phrases comprehensibly
LC-2 Interpret and produce oral texts	❑ **LC-2.2 oral production** a. produce simple spoken words and phrases in guided situations
LC-3 Interpret and produce written and visual texts	❑ **LC-3.2 written production** a. produce simple written words and phrases in guided situations ❑ **LC-3.4 representing** a. use visuals and other forms of nonverbal communication to express meaning in guided situations
LC-4 Apply knowledge of the sociocultural context	❑ **LC-4.1 register** a. speak at a volume appropriate to classroom situations

Materials
- Visual supports; e.g., wall charts, picture dictionaries and pattern sentences

Alternative Assessment Task
Present a photograph of your real family to a group of classmates so they can recognize them at an upcoming school event; e.g., dance, picnic, winter concert.

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For Student Use

想象的家庭 / Imaginary Family

Performance Task Description
You are a famous photographer who specializes in family portraits. You have been asked to present your family to a group of Chinese-speaking admirers.

Instructions

1. Create your imaginary family on a poster, family tree or in a photograph album. Use photographs, drawings and pictures from magazines or the computer.
2. Label all members of your imaginary family by name and title; e.g.,
   - 小明 / Xiao Ming
   - 我的爸爸 / My Father.
3. Present your family to your classmates. Tell each member's name and his or her relationship to you.

   Sample presentation

   - 你好。 / How are you?
   - 这是我的家人。 / This is my family.
   - 这是我。我叫 _____ 。 / This is me. My name is _____.
   - 这是我的爸爸。他的名字是_____。 / This is my father. His name is_____.
   - 这是我的妈妈。她的名字是_____。 / This is my mother. Her name is _____.
   - 这是我的哥哥。他的名字是_____。 / This is my older brother. His name is _____.
   - 这是我的弟弟。他的名字是_____。 / This is my younger brother. His name is _____.
   - 这是我的姐姐。她的名字是_____。 / This is my older sister. Her name is _____.
   - 这是我的妹妹。她的名字是_____。 / This is my younger sister. Her name is _____.
   - 这是我的爷爷。他的名字是_____。 / This is my grandfather (paternal). His name is _____.
   - 这是我的奶奶。她的名字是_____。 / This is my grandmother (paternal). Her name is ____.
   - 这是我的外公。他的名字是_____。 / This is my grandfather (maternal). His name is _____.
   - 这是我的外婆。她的名字是_____。 / This is my grandmother (maternal). Her name is _____.
   - 这是我的狗。他的名字是_____。 / This is my dog. Its name is _____.
   - 我爱我的家！谢谢你。 / I love my family! Thank you.

Evaluation Tools
- Self-assessment Checklist
- Peer Assessment
- Rubric

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想象的家庭 / Imaginary Family: Self-assessment Checklist

姓名 / Name: _____ 日期 / Date: _____

Criteria	Yes	Not Yet	My Thoughts about the Task
A-1.1b, LC-3.2a **I identified all my family members by name and title, in writing, in sentences:** - mother - father - sister - brother - grandfather - grandmother - others: _____	❑ ❑ ❑ ❑ ❑ ❑	❑ ❑ ❑ ❑ ❑ ❑	
A-1.1b, LC-2.2a **I identified all my family members by name and title, orally, in sentences:** - mother - father - sister - brother - grandfather - grandmother - others: _____	❑ ❑ ❑ ❑ ❑ ❑	❑ ❑ ❑ ❑ ❑ ❑	
LC-3.4a **I used visuals to represent my family.** - All family members are included - Each one is clearly represented	❑ ❑	❑ ❑	
LC-2.2a, LC-4.1a **I spoke clearly during my oral presentation.** - People could understand me - I spoke loud enough - I varied my voice	❑ ❑ ❑	❑ ❑ ❑	

Please notice this about my imaginary family ...

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For Student Use

想象的家庭 / Imaginary Family: Peer Assessment

Students can choose one of the following criteria to make a positive comment: (A-1.1b, LC-2.5a)

日期 / Date: _____

Criteria:
- ❑ identify family members orally
- ❑ identify family in writing
- ❑ speak clearly and understandably
- ❑ use visuals to show family relationships

Dear _____,

When you presented your imaginary family, I noticed that you ...☺

From _____

日期 / Date: _____

Criteria:
- ❑ identify family members orally
- ❑ identify family in writing
- ❑ speak clearly and understandably
- ❑ use visuals to show family relationships

Dear _____,

When you presented your imaginary family, I noticed that you ...☺

From _____

日期 / Date: _____

Criteria:
- ❑ identify family members orally
- ❑ identify family in writing
- ❑ speak clearly and understandably
- ❑ use visuals to show family relationships

Dear _____,

When you presented your imaginary family, I noticed that you ...☺

From _____

日期 / Date: _____

Criteria:
- ❑ identify family members orally
- ❑ identify family in writing
- ❑ speak clearly and understandably
- ❑ use visuals to show family relationships

Dear _____,

When you presented your imaginary family, I noticed that you ...☺

From _____

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想象的家庭 / Imaginary Family: Rubric

日期 / Date: _____

Level: 4 - WOW! **independently** identifies people in a family, orally and in writing, with an **accuracy** that **enhances** comprehension

3 - Yes! **requires minimal assistance to** identify family members, with **few errors**

2 - Yes, but **requires occasional support to** identify family members, with **frequent errors that make comprehension difficult**

1 - No, but **requires continual prompting to** identify family members, with **many errors that interfere with comprehension**

Criteria / Level / Student	A-1.1b identified people in a family, orally				LC-2.2a produced simple words about the family, orally				LC-3.2a produced simple phrases about the family, in writing				LC-1.1a pronunciation is comprehensible			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
1.																
2.																
3.																
4.																
5.																
6.																
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28.																
29.																
30.																

Considerations for future planning

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For Teacher Use

故事时间 / Story Time

Student's Performance Task Description
You are a reviewer for a publisher of material for children. Your duties include giving summaries, responses and opinions of various Chinese books, videos, songs and stories that are suitable for children. Choose one of these and respond to it.

Principal Outcomes	
A-2 To express emotions and personal perspectives	❑ **A-2.1 share ideas, thoughts, opinions, preferences** b. express a personal response ❑ **A-2.2 share emotions, feelings** a. respond to and express basic emotions and feelings

Supporting Outcomes	
LC-3 Interpret and produce written and visual texts	❑ **LC-3.2 written production** a. produce simple written words and phrases in guided situations

Materials
- Books, videos, stories and songs in Chinese

Alternative Assessment Task
You are helping your teacher plan for next year. Choose a Chinese story or video that you have read or seen from this year and review it. Did you like it? Why or why not? Draw a picture and write several words that describe the problem in the story. Would you recommend that it be used again next year?

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故事时间 / Story Time

Performance Task Description
You are a reviewer for a publisher of material for children. Your duties include giving summaries, responses and opinions of various Chinese books, videos, songs and stories that are suitable for children. Choose one of these and respond to it.

Instructions

1. Choose a children's book, story, song or video. Read, watch or listen to it.
2. Respond to the book, story, song or video by:
   - writing a few words, in Chinese, about how you feel
   - writing why you feel that way, in your first language
   - drawing a picture
   - writing a few words or sentences, in Chinese, describing a problem or a main event.

Evaluation Tools
- Self-assessment and Teacher Feedback
- Rubric

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For Student and Teacher Use

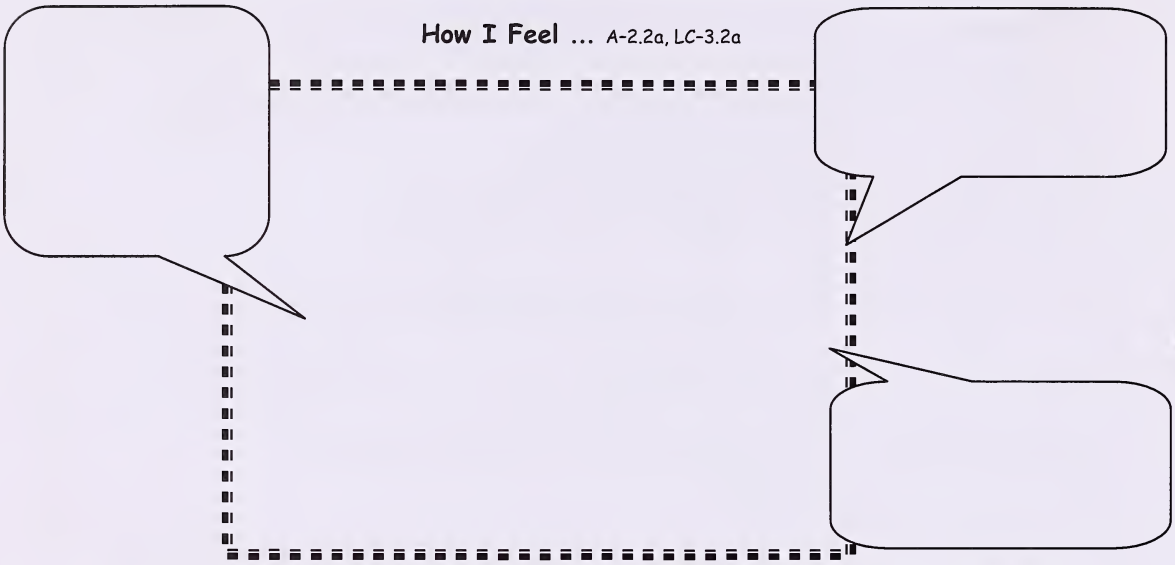
故事时间 / Story Time: Self-assessment and Teacher Feedback

姓名 / Name: _____ 日期 / Date: _____

Title _____ **Author** _____

Type of Material _____

How I Feel ... A-2.2a, LC-3.2a



I feel... *because...*

Self-assessment	**Teacher Feedback**
In my personal response, I ...	I can see from your personal response that ...

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For Teacher Use

故事时间 / Story Time: Rubric

姓名 / Name: _____ 日期 / Date: _____

Title _____ Author _____

Level / The student ...	Meets Standard of Excellence	Approaches Standard of Excellence	Meets Acceptable Standards	Approaches Acceptable Standards
A-2.1b • **expresses a personal response to a story or song**	expresses a response that is **clear** and is related to personal experience ☐	expresses a response that is **related** to personal experience ☐	expresses a **basic** response that is **somewhat** related to personal experience ☐	expresses a response that is **unclear** and **unrelated** to personal experience ☐
A-2.2a • **responds to and expresses basic emotions and feelings**	shows a **clear** response to and expression of the mood and feelings evoked by the material ☐	shows a response to and expression of the mood and feelings evoked by the material ☐	shows a **basic** response to and expression of the mood and feelings evoked by the material ☐	shows **little** or **no** response to or expression of the mood and feelings evoked by the material ☐
LC-3.2a • **produces simple words and phrases in guided situations**	writes text in Chinese that is **very** appropriate and **correctly** completed, with little guidance ☐	writes text in Chinese that is **appropriate** and **correctly** completed, with some guidance ☐	writes text in Chinese that is **mostly** appropriate and completed, with guidance ☐	writes text in Chinese that is **inappropriate** or **incomplete** ☐

Comments

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For Teacher Use

古怪的披萨 / Silly Pizza

Student's Performance Task Description
You are a waiter in a new restaurant called Sam's Silly Pizzeria. Your job is to make suggestions about what customers might like on their pizza and then make the pizza.

Principal Outcomes	
A-3 To get things done	❑ **A-3.1 guide actions of others** a. indicate basic needs and wants b. give and respond to simple oral instructions and commands ❑ **A-3.2 state personal actions** a. respond to basic offers, invitations and instructions

Supporting Outcomes	
A-2 To express emotions and personal perspectives	❑ **A-2.1 share ideas, thoughts, opinions, preferences** a. express simple preferences
LC-2 Interpret and produce oral texts	❑ **LC-2.3 interactive fluency** a. engage in simple interactions, using short, simple phrases
LC-5 Apply knowledge of how discourse is organized, structured and sequenced	❑ **LC-5.3 patterns of social interaction** a. respond using very simple social interaction patterns

Materials
- Visuals for pizza toppings; e.g., pictures from magazines, flyers, picture cards
- Round cardboard pizza forms

Alternative Assessment Task
Your Chinese class is having a pizza party. Your teacher needs to know what kinds of pizza to order. You tell your teacher what your favourite toppings are, in Chinese. Enjoy the pizza!

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古怪的披萨 / Silly Pizza

Performance Task Description
You are a waiter in a new restaurant called Sam's Silly Pizzeria. Your job is to make suggestions about what customers might like on their pizza and then make the pizza.

Instructions

1. Greet the customer, holding a pizza crust.
2. Choosing one visual at a time, ask the customer if he or she would like what you have chosen for the pizza.
3. If the answer is yes, place the item on the pizza.
4. If the answer is no, continue offering the customer other choices until the pizza is complete.
5. The pizza should have at least three toppings.

Sample dialogue

Waiter: Hello. 你好吗? / Hello. How are you?
Customer: 我 _____, 谢谢。你好不好? / I am _____, thank you. How about you?
Waiter: 我 _____, 谢谢。你要披萨吗? / I am _____, thank you. Would you like some pizza?
Customer: 对，我要披萨。 / Yes, I would like some pizza.
Waiter: 你的披萨要放_____ 吗? 或 你要_____吗? / Would you like _____ on your pizza? OR Do you want _____?
Customer: 好。 或 不要了。 / Good. OR That's enough.

When the pizza is complete, with the toppings chosen by the customer:

Waiter: 这是你的披萨。慢吃! / Here is your pizza. Enjoy!
Customer: 谢谢! / Thank you!

Evaluation Tools
- Peer-assessment Rating Scale
- Self-assessment
- Observation Checklist

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For Student Use

古怪的披萨 / Silly Pizza: Peer-assessment Rating Scale

姓名 / Name: _____ 日期 / Date: _____

同伴的名字 / Partner: _____

Criteria	Peer Assessment	Evidence
A-3.1b • give and respond to **simple oral instructions** and **commands** LC-2.3a • engage in **simple interactions**, using short, simple phrases	**When I was the customer**, *my partner*, the waiter, was able to understand what I wanted and could carry on a conversation with me Consistently Mostly Sometimes Seldom	I know this because ...
A-3.1a • indicate basic **needs and wants** A-2.1a • express **simple preferences** LC-5.3a • respond using very **simple social interaction** patterns	**When I was the waiter**, *my partner*, the customer, was able to tell me likes and dislikes and respond to my suggestions Consistently Mostly Sometimes Seldom	I know this because ...
A compliment I could offer my partner would be ...		
Some advice I could offer my partner for next time would be ...		

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For Student Use

古怪的披萨 / Silly Pizza: Self-assessment

姓名 / Name: _____ 日期 / Date: _____

When I Was...	Looking Back...	Looking Ahead...
the customer ... Criteria A-2.1a • I expressed simple preferences LC-1.3a • I engaged in simple interactions	What did I do well? I also noticed that I need help with ...	Next time, I will ...
the waiter ... Criteria LC-2.3a • I engaged in simple interactions A-3.1b • I made suggestions	What did I do well? I also noticed that I need help with ...	Next time, I will ...

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For Teacher Use

古怪的披萨 / Silly Pizza: Observation Checklist

日期 / Date: _____

Criteria: A-3.1a, LC-2.3a The student indicates basic wants through a simple oral interaction

Student	Yes	Not Yet	I noticed ...
1.	❑	❑	
2.	❑	❑	
3.	❑	❑	
4.	❑	❑	
5.	❑	❑	
6.	❑	❑	
7.	❑	❑	
8.	❑	❑	
9.	❑	❑	
10.	❑	❑	
11.	❑	❑	
12.	❑	❑	
13.	❑	❑	
14.	❑	❑	
15.	❑	❑	
16.	❑	❑	
17.	❑	❑	
18.	❑	❑	
19.	❑	❑	
20.	❑	❑	
21.	❑	❑	
22.	❑	❑	
23.	❑	❑	
24.	❑	❑	
25.	❑	❑	
26.	❑	❑	
27.	❑	❑	
28.	❑	❑	
29.	❑	❑	
30.	❑	❑	

Considerations for future planning

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For Teacher Use

只要问一问 / Just Ask

Student's Performance Task Description
Think of all the things you could ask permission for or offer to do in class. Then, play a game of Just Ask. Ask your classmates questions you have prepared. You will not know the answers until your classmates show their card that says Yes or No.

Principal Outcomes	
A-3 To get things done	❑ **A-3.1 guide actions of others** a. indicate basic needs and wants ❑ **A-3.2 state personal actions** a. respond to basic offers, invitations and instructions

Supporting Outcomes	
LC-2 Interpret and produce oral texts	❑ **LC-2.1 aural interpretation** a. understand simple spoken sentences in guided situations ❑ **LC-2.2 oral production** a. produce simple spoken words and phrases in guided situations
S-2 Language use	❑ **S-2.2 interpretive** a. use simple interpretive strategies, with guidance, to enhance language use; e.g., use gestures, intonation and visual supports to aid comprehension

Materials
- A class set of cards with Yes on one side and No on the other

Alternative Assessment Task
Ask your teacher, in Chinese, for permission to do different things, e.g., go to the bathroom, go to get a drink, throughout the week. Keep track of how many times in one week you asked these questions. Set goals for yourself and see if you meet them.

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只要问一问 / Just Ask

Performance Task Description
Think of all the things you could ask permission for or offer to do in class. Then, play a game of Just Ask. Ask your classmates questions you have prepared. You will not know the answers until your classmates show their card that says Yes or No.

Instructions

1. Your teacher will give you a card with Yes on one side and No on the other.
2. Choose two Chinese questions from a brainstormed list that **ask permission to do** something and two other questions that **ask or offer to do** something.
3. Ask your classmates to answer the questions you have chosen.
4. If your classmates understand what has been asked, they will give you permission by showing the Yes card. If your classmates do not understand, they will deny you permission by showing the No card.
5. Keep track of the number of Yes and No answers you receive.

Sample requests for permission

- 我可以喝水吗? / May I have a drink of water, please?
- 我可以擦黑板吗? / May I erase the blackboard?
- 我可以上厕所吗? / May I go to the bathroom?
- 我可以把纸传下去吗? / May I hand out the papers?
- 我可以借用你的_____吗? / May I borrow your _____?
- 我可以把_____捡起来吗? / May I pick up _____?
- 我可以讲英语吗? / May I speak English?
- 我可以去看电影吗? / May I go to a movie?

Evaluation Tools

- Self-assessment Rating Scale
- Observation Checklist
- Self-assessment

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For Student Use

只要问一问 / Just Ask: Self-assessment Rating Scale

姓名 / Name: _____ 日期 / Date: _____

During the Just Ask game, I was able to ...

		Yes	Getting There	Not Yet
A-3.1a	• indicate basic needs and wants	●	●	●
A-3.2a	• respond to basic offers, invitations and instructions	●	●	●
LC-2.1a	• understand simple sentences	●	●	●
LC-2.2a	• say simple words and phrases	●	●	●
S-2.2a	• listen for key words	●	●	●

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For Teacher Use

只要问一问 / Just Ask: Observation Checklist

日期 / Date: _____

Criteria: LC-2.1a, LC-2.2a The student understands and produces simple words and sentences			
Student	Yes	Not Yet	I noticed ...
1.	❑	❑	
2.	❑	❑	
3.	❑	❑	
4.	❑	❑	
5.	❑	❑	
6.	❑	❑	
7.	❑	❑	
8.	❑	❑	
9.	❑	❑	
10.	❑	❑	
11.	❑	❑	
12.	❑	❑	
13.	❑	❑	
14.	❑	❑	
15.	❑	❑	
16.	❑	❑	
17.	❑	❑	
18.	❑	❑	
19.	❑	❑	
20.	❑	❑	
21.	❑	❑	
22.	❑	❑	
23.	❑	❑	
24.	❑	❑	
25.	❑	❑	
26.	❑	❑	
27.	❑	❑	
28.	❑	❑	
29.	❑	❑	
30.	❑	❑	

Considerations for future planning

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For Student Use

只要问一问 / Just Ask: Self-assessment

姓名 / Name: _____ 日期 / Date: _____

A-3.1a Questions I will ask PERMISSION	Tally Count YES	NO	LC-2.2a How well did people understand me? Why?
1.			
2.			
3.			
A-3.2a Questions I will ask OFFER TO DO	**Tally Count YES**	**NO**	**LC-2.2a How well did people understand me? Why?**
4.			
5.			
6.			

LC-2.1a **When people asked me questions, I understood them ...**

consistently ● usually ● sometimes ● seldom

I know this because ...

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For Teacher Use

左右为难 / Invitation Dilemma

Student's Performance Task Description
You have just been invited to a friend's birthday party. Unfortunately, you have already been invited to go to a movie with another friend. You have to decide which invitation to accept and which to decline.

Principal Outcomes	
A-3 To get things done	❑ **A-3.2 state personal actions** a. respond to basic offers, invitations and instructions
A-5 To extend their knowledge of the world	❑ **A-5.3 solve problems** a. experience problem-solving situations in the classroom
Supporting Outcomes	
A-4 To form, maintain and change interpersonal relationships	❑ **A-4.1 manage personal relationships** a. exchange greetings and farewells c. exchange some basic personal information
LC-1 Attend to form	❑ **LC-1.1 phonology** a. pronounce some simple words and phrases comprehensibly b. use intonation to express meaning
LC-2 Interpret and produce oral texts	❑ **LC-2.1 aural interpretation** a. understand simple spoken sentences in guided situations ❑ **LC-2.2 oral production** a. produce simple spoken words and phrases in guided situations ❑ **LC-2.3 interactive fluency** a. engage in simple interactions, using short, simple phrases

Materials
- A birthday card invitation

Alternative Assessment Task
You receive an e-mail invitation, in Chinese, to a friend's birthday party. Respond, through e-mail, and tell your friend that you are either can or cannot make it to the party.

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左右为难 / Invitation Dilemma

Performance Task Description
You have just been invited to a friend's birthday party. Unfortunately, you have already been invited to go to a movie with another friend. You have to decide which invitation to accept and which to decline.

Instructions

1. Greet a friend and respond to his or her announcement that it is his or her birthday today.
2. When the friend invites you to his or her birthday party, either accept or decline the invitation.

Sample dialogue

Student A: Hello!
Student B: Hello!
Student A: 你好吗? / How are you?
Student B: 我很好，谢谢。你呢? / I am very well, thank you. And you?
Student A: 我很高兴！今天是我的生日会！/ I am very happy! Today is my birthday!
Student B: 生日快乐！你几岁了? / Happy birthday! How old are you?
Student A: 我 ___ 岁了。我想请你来我的生日会，这是给你的邀请卡。 / I am ___ years old. I would like to invite you to my birthday party. Here is the invitation card.
Student B: 谢谢。哪一天是你的生日? / Thank you. When is your birthday party?
Student A: 是在 ___ 月 ___ 日，星期 ___ 。你会来吗? / It is on ___ (day of the week), ___ (month), ___ (date). Can you come?
Student B: 好，我会来，谢谢你。*或* 对不起，我不能来。 / Sure, I will come. OR I am sorry, I cannot come.
Student A: 那太好了！*或* 真可惜！/ That's good! OR Too bad!
Student B: 再见。 / Good-bye.
Student A: 再见。 / Good-bye.

Evaluation Tools
- Self-assessment
- Teacher Rating Scale
- Teacher Feedback

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For Student Use

左右为难 / Invitation Dilemma: Self-assessment

姓名 / Name: _____ 日期 / Date: _____

When I was ...	*Looking Back ...*	*Looking Ahead ...*
invited a friend ... Criteria: A-4.1a • I exchanged greetings and farewells A-4.1c • I exchanged basic personal information; e.g., - my name - my age	What did I do well? I also noticed that I need help with ...	Next time, I will ...
received an invitation ... Criteria: A-3.2a • I responded to invitations A-5.3a • I experienced a problem to solve; e.g., accepted or declined the invitation A-4.1a • I exchanged greetings and farewells A-4.1c • I exchanged basic personal information; e.g., - my name - my age	What did I do well? I also noticed that I need help with ...	Next time, I will ...
I want others to notice ...		

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For Teacher Use

左右为难 / Invitation Dilemma: Teacher Rating Scale

姓名 / Name: _____ 日期 / Date: _____

Criteria		Excellent	Very Good	Satisfactory	Not Yet
A-3.2a	• responds to invitations	●	●	●	●
A-5.3a	• experiences problem-solving situations	●	●	●	●
LC-1.1b	• uses intonation to express meaning	●	●	●	●
LC-1.1a	• pronounces some simple words and phrases comprehensibly	●	●	●	●
LC-2.1a	• understands simple sentences in guided situations	●	●	●	●
LC-2.2a	• produces simple sentences in guided situations	●	●	●	●
LC-2.3a	• engages in simple interactions	●	●	●	●

Comments

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For Teacher Use

左右为难 / Invitation Dilemma: Teacher Feedback

The teacher comments on the following criteria:
A-3.2a responds to invitations
A-4.1a, A-4.1c exchanges greetings, farewells and basic personal information
LC-1.1a uses comprehensible pronunciation
LC-1.1b uses intonation to express meaning

日期 / *Date:* _____

Dear _____,

When you responded to the birthday invitation, I noticed that you…☺

I also noticed…

Next time you may want to try …

From _____

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游戏日 / Games Day

Student's Performance Task Description
Your teacher announces that today is Games Day. Choose a game to play, in Chinese, with your classmates. It is your job to keep track of whose turn it is and to encourage good sportsmanship.

Principal Outcomes	
A-3 To get things done	❑ **A-3.1 guide actions of others** b. give and respond to simple oral instructions and commands ❑ **A-3.3 manage group actions** a. manage turn taking b. encourage other group members to act appropriately

Supporting Outcomes	
LC-2 Interpret and produce oral texts	❑ **LC-2.2 oral production** a. produce simple spoken words and phrases in guided situations

Materials
- A variety of games available for small groups

Alternative Assessment Task
You help to get the Grade 3 students excited about learning Chinese in Grade 4. You go to a Grade 3 class to teach a student the game you learned. You also teach the student some Chinese phrases so he or she can play without using English.

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For Student Use

游戏日 / Games Day

Performance Task Description
Your teacher announces that today is Games Day. Choose a game to play, in Chinese, with your classmates. It is your job to keep track of whose turn it is and to encourage good sportsmanship.

Instructions

1. Play a game with at least two other people.
2. At each turn, say whose turn it is or ask whose turn it is, in Chinese.
3. Use encouraging words, in Chinese, to promote good sportsmanship among players.
4. Switch roles with the other players until all get a chance to keep track of turns and encourage others.

Sample phrases

- 轮到谁? / Whose turn is it?
- 掷色子。 / Roll the dice.
- 轮到我（我来）。 / It is my turn.
- 玩。 / Play.
- 轮到你（你来）。 / It is your turn.
- 走。 / Go.
- 轮到她/他。 / It is his or her turn.
- 等。 / Wait.
- 做得好! / Good job!
- 停。 / Stop.
- 好棒! / Very good!
- 轮着来。 / Wait for your turn.
- 好了!/对吗? / All right!/Is it okay?
- 太不好了! / Too bad!
- 继续! / Continue!

Evaluation Tools
- Self-assessment Rating Scale and Goal Setting
- Teacher Checklist
- Peer-assessment Rating Scale

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For Student Use

游戏日 / Games Day:
Self-assessment Rating Scale and Goal Setting

姓名 / Name: _____ 日期 / Date: _____

	When playing a game in Chinese, I can ...	Yes	Getting There	Not Yet	What I can do to improve ...
A-3.3a	• ask whose turn it is				
A-3.3b	• tell a group member it is his or her turn				
A-3.3b	• encourage other group members				
A-3.1b	• give simple oral instructions or commands				
A-3.1b	• respond to simple oral instructions or commands				
LC-2.2a	• produce simple words and phrases				
The next time I play a game in Chinese, I ...					

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For Teacher Use

游戏日 / Games Day: Teacher Checklist

姓名 / Name: _____ 日期 / Date: _____

The student can ...		Yes	Not Yet
A-3.3a	• manage turn taking in Chinese	☐	☐
A-3.3b	• encourage other group members to act appropriately	☐	☐
LC-2.2a	• produce simple words and phrases in Chinese	☐	☐
A-3.1b	• give simple oral instructions and commands	☐	☐
A-3.1b	• respond to simple oral instructions and commands	☐	☐

Strengths

_____

Challenges

_____

游戏日 / Games Day: Teacher Checklist

姓名 / Name: _____ 日期 / Date: _____

The student can ...		Yes	Not Yet
A-3.3a	• manage turn taking in Chinese	☐	☐
A-3.3b	• encourage other group members to act appropriately	☐	☐
LC-2.2a	• produce simple words and phrases in Chinese	☐	☐
A-3.1b	• give simple oral instructions and commands	☐	☐
A-3.1b	• respond to simple oral instructions and commands	☐	☐

Strengths

_____

Challenges

_____

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For Student Use

游戏日 / Games Day: Peer-assessment Rating Scale

姓名 / Name: _____ 日期 / Date: _____

同伴的名字 / Partner: _____

Criteria	Peer Assessment	Evidence
When we were playing the game, *my partner* was able to ...		I know this because ... •
A-3.3a • manage turn taking in Chinese	Consistently Mostly Sometimes Seldom	
A-3.3b • encourage other group members to act appropriately	Consistently Mostly Sometimes Seldom	•
LC-3.1b • give simple oral instructions	Consistently Mostly Sometimes Seldom	•
A-3.1b • respond to simple oral instructions	Consistently Mostly Sometimes Seldom	•

A compliment I could offer my partner would be ...

Some advice I could offer my partner for next time would be ...

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For Teacher Use

寻宝游戏 / Scavenger Hunt

Student's Performance Task Description
You and your partner have been given a Chinese word puzzle to solve. Each clue leads to another hidden clue around the school. You follow each clue to get a piece of the puzzle and discover where to go next.

Principal Outcomes	
A-5 To extend their knowledge of the world	❑ **A-5.1 discover and explore** a. investigate the immediate environment ❑ **A-5.2 gather and organize information** a. gather simple information ❑ **A-5.3 solve problems** a. experience problem-solving situations in the classroom
Supporting Outcomes	
A-1 To receive and impart information	❑ **A-1.1 share factual information** b. identify concrete people, places and things
LC-3 Interpret and produce written and visual texts	❑ **LC-3.1 written interpretation** a. recognize and understand simple written sentences in guided situations
S-1 Language learning	❑ **S-1.3 social/affective** a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively, brainstorm

Materials
- A series of written and pictorial clues posted around the school
- A mystery word, one letter of which is hidden with each clue

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寻宝游戏 / Scavenger Hunt

Performance Task Description
You and your partner have been given a Chinese word puzzle to solve. Each clue leads to another hidden clue around the school. You follow each clue to get a piece of the puzzle and discover where to go next.

Instructions

1. With your partner, read and follow the first instruction given by the teacher.
2. When you arrive at the location in the school, write down the first letter of the word puzzle. Read and follow the next instruction you find in that location.
3. Continue until you have read the last clue and found the last letter.
4. Return to the classroom to unscramble the letters to form the word.

Sample clues

- 到图书馆去。 / Go to the library.
- 到男生厕所去。 / Go to the boys' washroom.
- 到女生厕所去。 / Go to the girls' washroom.
- 到办公室去。 / Go to the office.
- 到校长室去。 / Go to the principal's office.
- 到体育馆去。 / Go to the gymnasium.
- 到音乐室去。 / Go to the music room.
- 到门口去。 / Go to the door.
- 到 _____ 老师的教室去。 / Go to Mr./Mrs. _____'s classroom.

Evaluation Tools
- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Teacher Rating Scale

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For Student Use

寻宝游戏 / Scavenger Hunt: Self-assessment Rating Scale

姓名 / Name: _____ 日期 / Date: _____

During the Scavenger Hunt, I could ...

Criteria		Always	Sometimes	Usually	Not Yet
A-5.1a	• explore my school	●	●	●	●
A-5.2a	• gather information from clues	●	●	●	●
LC-3.1a	• read clues in Chinese	●	●	●	●
A-5.3a	• solve the puzzle, using clues	●	●	●	●
A-1.1b	• identify places in the school	●	●	●	●
S-1.3a	• work with a partner to solve a puzzle	●	●	●	●

When it came to reading and understanding the clues, I noticed ...

When I was exploring the school for clues, I noticed ...

My partner and I worked together ...

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For Student Use

寻宝游戏 / Scavenger Hunt: Peer-assessment Rating Scale

姓名 / Name: _____ 日期 / Date: _____

	My partner could ...	Yes	Getting There	Not Yet	I know this because ...
A–5.2a	• gather simple information				
A–5.1a	• investigate the immediate environment; e.g., find the correct place in the school				
S–1.3a	• work cooperatively with me on this task				
A compliment I would like to pay you is ...					
Some advice for next time would be ...					
My partner's response to my feedback ...					

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For Teacher Use

寻宝游戏 / Scavenger Hunt: Teacher Rating Scale

日期 / Date: _____

4 = excellent 3 = very good 2 = satisfactory 1 = incomplete

Student	A-5.1a, A-1.1b investigates/identifies school places				A-5.2a, A-5.3a gathers information/solves puzzle				S-1.3a works cooperatively with peers				Follow-up Needed? Yes/No
	4	3	2	1	4	3	2	1	4	3	2	1	
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根据调查报告 ... / And the Survey Says ...

Student's Performance Task Description
You and your classmates have been hired by separate companies to take surveys of the class' preferences and to organize your findings in several different ways.

Principal Outcomes	
A-2 To express emotions and personal perspectives	❑ **A-2.1 share ideas, thoughts, opinions, preferences** a. express simple preferences
A-5 To extend their knowledge of the world	❑ **A-5.2 gather and organize information** a. gather simple information b. organize items in different ways

Supporting Outcomes	
LC-2 Interpret and produce oral texts	❑ **LC-2.1 aural interpretation** a. understand simple spoken sentences in guided situations ❑ **LC-2.3 interactive fluency** a. engage in simple interactions, using short, simple phrases

Materials
- Visual supports and resources to complete the design of the survey

Alternative Assessment Task
You are going to have an ice-cream sundae afternoon. Your teacher needs to know what toppings he or she should bring to class. Survey your friends, in Chinese, about their favourite ice cream and toppings. Organize the information you receive. Share the results with your teacher and classmates. Enjoy the sundaes!

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For Student Use

根据调查报告 ... / And the Survey Says ...

Performance Task Description
You and your classmates have been hired by separate companies to take surveys of the class' preferences and to organize your findings in several different ways.

Instructions

1. Choose a theme for your survey; e.g., food, sports, subjects, objects, animals.
2. Design a survey that asks people which of two choices they prefer or like; e.g., "Do you like hockey or soccer?"
3. Include at least three sets of choices.
4. Draw a picture and label each choice.
5. Orally survey at least three people.
6. Orally answer at least three other people's surveys.
7. When your survey is complete, organize your information in at least two different ways; e.g., a bar graph, pictograph, Venn diagram, report, poster.
8. Share your information with your classmates.

Evaluation Tools
- Self-assessment Checklist
- Teacher Rating Scale
- Observation Checklist

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根据调查报告 ... / And the Survey Says ...: Self-assessment Checklist

姓名 / Name: _____ 日期 / Date: _____

Criteria	Yes	Not Yet	My Thoughts about the Task
A-5.2a • **gather simple information.** - I designed a survey - My survey has a theme - My survey asks at least three questions - Each question is written - Each question offers two choices - Each choice is illustrated - Each choice is labelled - I surveyed at least three people	❑ ❑ ❑ ❑ ❑ ❑ ❑ ❑	❑ ❑ ❑ ❑ ❑ ❑ ❑ ❑	
A-5.2b • **organize simple information.** - My information is complete and easy for others to understand - I organized my information in at least two different ways - I shared my information with at least one other person	❑ ❑ ❑	❑ ❑ ❑	
LC-2.3a • **oral interactions** - I answered at least three surveys - I could understand other people's questions - I made myself understood to others	❑ ❑ ❑	❑ ❑ ❑	

Teacher Notes

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For Teacher Use

根据调查报告 ... / And the Survey Says ...: Teacher Rating Scale

日期 / Date: _____

4 = consistently 3 = usually 2 = sometimes 1 = rarely

Student	A-2.1a expresses preferences	A-5.2a gathers information	A-5.2a organizes information	LC-2.1a understands spoken Chinese	LC-2.3a speaks in Chinese	Follow-up Needed Yes/No
	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	
1.						
2.						
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Considerations for future planning

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For Teacher Use

根据调查报告 ... / And the Survey Says ...: Observation Checklist

日期 / Date: _____

Criteria: A-5.2a, A-5.2b The student gathers and organizes information

Student	Yes	Not Yet	I noticed ...
1.	❑	❑	
2.	❑	❑	
3.	❑	❑	
4.	❑	❑	
5.	❑	❑	
6.	❑	❑	
7.	❑	❑	
8.	❑	❑	
9.	❑	❑	
10.	❑	❑	
11.	❑	❑	
12.	❑	❑	
13.	❑	❑	
14.	❑	❑	
15.	❑	❑	
16.	❑	❑	
17.	❑	❑	
18.	❑	❑	
19.	❑	❑	
20.	❑	❑	
21.	❑	❑	
22.	❑	❑	
23.	❑	❑	
24.	❑	❑	
25.	❑	❑	
26.	❑	❑	
27.	❑	❑	
28.	❑	❑	
29.	❑	❑	
30.	❑	❑	

Considerations for future planning

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For Teacher Use

采访员 / Reporter

Student's Performance Task Description
You are a reporter for your school newsletter. Your assignment is to research various reasons for learning Chinese and to report your findings to an audience who may not understand that language.

Principal Outcomes	
A-5 To extend their knowledge of the world	❑ **A-5.4 explore opinions and values** a. listen attentively to expressed opinions b. respond sensitively to the ideas and products of others
GC-3 Personal and career opportunities	❑ **GC-3.1 Chinese language and culture** a. identify reasons for learning Chinese

Supporting Outcomes	
S-3 General learning	❑ **S-3.1 cognitive** a. use simple cognitive strategies, with guidance, to enhance general learning; e.g., seek information through a variety of sources ❑ **S-3.2 metacognitive** a. use simple metacognitive strategies, with guidance, to enhance general learning; e.g., make a plan in advance about how to approach a task

Materials
- Access to resources, e.g., written, audiovisual, Internet, human, that explain reasons for learning Chinese

Alternative Assessment Task
You are advertising your school. Your assignment is to prepare a poster for your school's Open House about its exciting Chinese language and culture program. Discuss why it is important to know Chinese.

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采访员 / Reporter

Performance Task Description
You are a reporter for your school newsletter. Your assignment is to research various reasons for learning Chinese and to report your findings to an audience who may not understand that language.

Instructions

1. Explore the different reasons for learning Chinese by using various resources.
2. Choose a method to report your findings; e.g., write an article; conduct an interview; make a poster; create a song, rhyme or skit.
3. Present your findings to your classmates.

Evaluation Tools
- Self-assessment and Student/Teacher Rating Scale
- Teacher Rating Scale
- Peer Assessment

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采访员 / Reporter: Self-assessment and Student/Teacher Rating Scale

姓名 / Name: _____ 日期 / Date: _____

采访员 / Reporter: Self-assessment

Criteria	My Plan
S-3.2a • make a plan, **in advance**, for my research	❑ Before I start ... ❑ During my research ... ❑ After I have gathered my information ...
Criteria	**My Resources**
S-3.1a • seek information from a **variety of sources**	❑ Human ❑ Text ❑ Internet ❑ Audiovisual ❑ Other
Criteria	**Reasons to Learn Chinese**
GC-3.1a • identify **reasons for learning** Chinese	❑ ❑ ❑ ❑

采访员 / Reporter: Student/Teacher Rating Scale

HOW DID I DO?

4 (Excellent) **3** (Very good) **2** (Satisfactory) **1** (Incomplete)

Assessor	My Plan	Resources	Reasons	Comments
Me				
My Teacher				

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For Teacher Use

采访员 / Reporter: Teacher Rating Scale

日期 / Date: _____

4 = excellent 3 = very good 2 = satisfactory 1 = incomplete

Student	GC-3.1a identifies reasons for learning				S-3.1a uses a variety of sources				S-3.2a makes a plan in advance				Follow-up Needed? Yes/No
	4	3	2	1	4	3	2	1	4	3	2	1	
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For Student Use

采访员 / Reporter: Peer Assessment

姓名 / Name: _____ 日期 / Date: _____

报导员的名字 / Partner: _____

Criteria: A–5.4a listen attentively to the opinions of others

You gave reasons why we should learn Chinese. These are the ones I heard ...

Presenter's Response: When I read your comments, I ...

Criteria: A–5.4b respond sensitively to the ideas and creations of others

The best reason you gave for learning Chinese was ...

A compliment I would like to pay you is ...

A piece of advice I could give you for next time is ...

Presenter's Response: When I read your comments, I ...

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有创意 / Be Creative

Student's Performance Task Description
You belong to a Chinese children's entertainment group that is well known for its ability to create new material from familiar songs and rhymes. Your group has been hired to teach your classmates new words and gestures to a known song or rhyme.

Principal Outcomes	
A-6 For imaginative purposes and personal enjoyment	❑ **A-6.1 humour/fun** a. use the language for fun ❑ **A-6.2 creative/aesthetic purposes** a. use the language creatively ❑ **A-6.3 personal enjoyment** a. use the language for personal enjoyment

Supporting Outcomes	
LC-3 Interpret and produce written and visual texts	❑ **LC-3.4 representing** a. use visuals and other forms of nonverbal communication to express meaning in guided situations
S-1 Language learning	❑ **S-1.1 cognitive** a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., perform actions, learn a short song or rhyme
S-2 Language use	❑ **S-2.3 productive** a. use simple productive strategies, with guidance, to enhance language use; e.g., use familiar repetitive patterns

Materials
- Words and music to familiar songs or rhymes; e.g., "Old MacDonald", "Head and Shoulders", "One Potato, Two Potato"
- Access to thematic vocabulary to substitute words

Alternative Assessment Task
Your group performs the new song or rhyme at a school concert or parent night, to a different grade during class time or at a school assembly.

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For Student Use

有创意 / Be Creative

Performance Task Description
You belong to a Chinese children's entertainment group that is well known for its ability to create new material from familiar songs and rhymes. Your group has been hired to teach your classmates new words and gestures to a known song or rhyme.

Instructions

1. With your group, choose a well-known Chinese song or rhyme with a repetitive pattern.
2. Change some of the words.
3. Make up gestures or actions to go along with your creation.
4. Perform your new Chinese song or rhyme for your classmates and then teach it to them.

Evaluation Tools

- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Teacher Rating Scale

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For Student Use

有创意 / Be Creative: Self-assessment Rating Scale

姓名 / Name: _____ 日期 / Date: _____

In this task, I could ...	Yes	Getting There	Not Yet
A-6.1a • use Chinese for fun I know this because ...			
A-6.2a • use Chinese creatively I know this because ...			
A-6.2a • create a new song or rhyme in Chinese I know this because ...			
A-6.3a • use Chinese for personal enjoyment I know this because ...			
S-1.1a • perform actions to match the words of a song or rhyme I know this because ...			
S-2.3a • use patterns from a familiar song or rhyme in my creation I know this because ...			

Some advice that I would give to others performing this task is ...

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For Student Use

有创意 / Be Creative: Peer-assessment Rating Scale

姓名 / Name: _____ 日期 / Date: _____

组员的名字 / Group Members' Names: _____

The group could ...		Yes	Getting There	Not Yet	Feedback
A-6.1a, A-6.2a	• use Chinese creatively and for fun				
S-1.1a	• perform actions to match the words of their song or rhyme				
S-2.3a	• repeat a pattern in their song or rhyme				

Something I really liked about your song or rhyme ...

Some advice for next time would be ...

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For Teacher Use

有创意 / Be Creative: Teacher Rating Scale

姓名 / Name: _____ 日期 / Date: _____

Criteria		Excellent	Very Good	Satisfactory	Not Yet
A-6.1a	• uses Chinese for fun	●	●	●	●
A-6.2a	• uses Chinese creatively	●	●	●	●
A-6.3a	• uses Chinese for personal enjoyment	●	●	●	●
LC-3.4a	• uses visuals, gestures and/or actions to express meaning	●	●	●	●
S-2.3a	• uses patterns to create new songs or rhymes	●	●	●	●

Comments

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For Teacher Use

起来庆祝 / Let's Celebrate

Student's Performance Task Description
Your class is helping to prepare an important Chinese cultural celebration. Guests will be invited to share elements of Chinese culture. During the celebration, you will participate in the activities and ask questions to learn more about the culture in Chinese-speaking countries. Then, find what elements of Chinese culture are present in the classroom.

Principal Outcomes	
GC-1 Historical and contemporary elements of Chinese culture	❑ **GC-1.1 accessing/analyzing cultural knowledge** a. participate in activities and experiences that reflect elements of Chinese culture b. ask questions, using English, about elements of Chinese culture experienced in class ❑ **GC-1.2 knowledge of Chinese culture** a. participate in activities and experiences that reflect elements of Chinese culture ❑ **GC-1.3 applying cultural knowledge** a. recognize elements of Chinese culture in the classroom ❑ **GC-1.4 diversity within Chinese culture** a. experience diverse elements of Chinese culture ❑ **GC-1.5 valuing Chinese culture** a. participate in cultural activities and experiences
GC-2 Appreciating diversity	❑ **GC-2.3 awareness of own culture** a. explore similarities between their own culture and other cultures

Supporting Outcomes	
S-3 General learning	❑ **S-3.1 cognitive** a. use simple cognitive strategies, with guidance, to enhance general learning; e.g., ask questions

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起来庆祝 / Let's Celebrate

Performance Task Description

Your class is helping to prepare an important Chinese cultural celebration. Guests will be invited to share elements of Chinese culture. During the celebration, you will participate in the activities and ask questions to learn more about the culture in Chinese-speaking countries. Then, find what elements of Chinese culture are present in the classroom.

Instructions

1. Brainstorm and write down some elements of the Chinese culture you may learn about during the celebration.
2. Prepare questions about what you would like to learn about the Chinese culture. Use these questions to guide your research.
3. Think about elements of the Chinese culture and identify where you see evidence of these elements in the classroom.

Evaluation Tools

- Student Graphic Organizer and Teacher Rating Scale
- Teacher Rating Scale
- Self-assessment

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起来庆祝 / Let's Celebrate: Student Graphic Organizer

姓名 / Name: _____ 日期 / Date: _____

Criteria	Questions I Could Ask	What I Found Out	Looks Like ... (draw a picture)
S-3.1a, GC-1.1b • ask key **questions** about culture			
GC-1.1a, GC-1.2a, GC-1.4a, GC-1.5a • **participate** in cultural activities			
GC-2.3a • explore **similarities** between my culture and other cultures			

起来庆祝 / Let's Celebrate: Teacher Rating Scale

Criteria	Yes	Getting There	Not Yet
GC-1.5a • participate in cultural activities			
GC-2.3a • explore similarities between your culture and other cultures			

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For Teacher Use

起来庆祝 / Let's Celebrate: Teacher Rating Scale

日期 / Date: _____

3 = enthusiastically 2 = passively 1 = only when encouraged

Student	GC-1.5a participates in cultural experiences			GC-1.4a experiences diverse elements of culture			GC-1.1b asks questions to aid research			Planning Considerations
	3	2	1	3	2	1	3	2	1	
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For Student Use

起来庆祝 / Let's Celebrate: Self-assessment

姓名 / Name: _____ 日期 / Date: _____

Elements of Culture	Evidence in the Classroom (GC-1, GC-2.3a)
Greetings	⇨
Expressions	⇨
Food	⇨
Dress	⇨
Oral Language	⇨
Written Language	⇨
Holidays	⇨
Family	⇨
Traditions	⇨
Music	⇨
Relationships	⇨
_____	⇨

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有没有不同? / Can You Tell the Difference?

Student's Performance Task Description
Someone who does not speak Chinese has asked how you can tell the difference between Chinese and your first language. Explain to him or her how you can tell the sounds and words apart in the two languages.

Principal Outcomes	
GC-2 Appreciating diversity	❑ **GC-2.1 awareness of first language** a. distinguish between their first language (or dialect) and Chinese

Supporting Outcomes	
LC-1 Attend to form	❑ **LC-1.1 phonology** a. pronounce some simple words and phrases comprehensibly ❑ **LC-1.2 orthography** a. be aware of some elements of the writing system
S-1 Language learning	❑ **S-1.1 cognitive** a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., imitate sounds, make a personal dictionary, look for patterns
S-2 Language use	❑ **S-2.2 interpretive** a. use simple interpretive strategies, with guidance; e.g., gestures, intonation and visual supports
S-3 General learning	❑ **S-3.3 social/affective** a. use simple social and affective strategies, with guidance, to enhance general learning; e.g., seek help

Materials
- Copies of sample personal dictionaries and pronunciation guides

Alternative Assessment Task
You are given a short text, e.g., a travel brochure, movie listing or menu, to read in Chinese. You do not know all the words. Explain how you used clues, e.g., seeing the similarities with English, to get the information you need.

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For Student Use

有没有不同？ / Can You Tell the Difference?

Performance Task Description

Someone who does not speak Chinese has asked how you can tell the difference between Chinese and your first language. Explain to them how you can tell the sounds and words apart in the two languages.

Instructions

1. Choose Chinese words that you would like to include in your personal dictionary. Comment on how they are similar to or different from the equivalent words in your first language.
2. Choose several Chinese sounds; e.g., finals / 韵母, initials / 声母.
3. Explain, in your first language, how to pronounce the sounds. Give examples of words that have those sounds and then comment on whether those sounds exist in your first language.
4. Evaluate how well you are able to pronounce those sounds and how you could improve your pronunciation.

Evaluation Tools

- Graphic Organizer and Self-assessment Rating Scale
- Pronunciation Guide and Self-assessment
- Self-assessment

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For Student Use

有没有不同? / Can You Tell the Difference?: Graphic Organizer and Self-assessment Rating Scale

姓名 / Name: _____ 日期 / Date: _____

有没有不同? / Can You Tell the Difference?: Graphic Organizer

Word in Chinese	Word in My First Language	How Words Are Similar or Different (GC-2.1a)	How I Can Remember This Word in Chinese (S-1.1a)

有没有不同? / Can You Tell the Difference?: Self-assessment Rating Scale

I am able to ...	Yes	Getting There	Not Yet
GC-2.1a • explain how words in both languages are similar or different I know this because ...			
S-1.1a • choose a variety of strategies to help remember words in Chinese I know this because ...			

In the future, when I am comparing words in both languages, I will ...

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For Student Use

有没有不同? / Can You Tell the Difference?: Pronunciation Guide and Self-assessment

姓名 / Name: _____ 日期 / Date: _____

有没有不同? / Can You Tell the Difference?: Pronunciation Guide

Sound in Chinese (LC-1.2a)	Word with This Sound in Chinese (GC-2.1a)	Does This Sound Exist in English? Explain. (GC-2.1a)	How Well I Pronounce This Sound (LC-1.1a)		
			Great	Good	Still Working on It

有没有不同? / Can You Tell the Difference?: Self-assessment

One of the sounds, in Chinese, that I find easiest to pronounce is _____ because ...

One of the sounds, in Chinese, that I find difficult to pronounce is _____ because ...

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有没有不同？ / Can You Tell the Difference?: Self-assessment

Strategies to Use to Remember Words and Sounds in Chinese

姓名 / Name: _____ 日期 / Date: _____

Strategy	How This Strategy Helps Me
LC-1.1a • **imitate sounds**	
S-2.2a • **use nonverbal cues** (e.g., facial expressions, gestures)	
S-2.2a • **use visual supports** (e.g., posters, pictures, books)	
S-2.2a • **use intonation of voice**	
S-3.3a • **seek help from others**	
GC-2.1a • **compare Chinese to my first language**	

The strategy that best helps me remember words and sounds in Chinese is ...

Because ...

A strategy I would like to try to use more often is ...

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For Teacher Use

语言大汇聚 / Languages Galore

GC-2.3a Exploring Similarities in Cultures

Student's Performance Task Description
As part of a classroom celebration of diversity, you have been asked to investigate what languages are spoken by the people around you and notice the similarities between words from those languages and your own. Explore the similarities between other cultures and your own and share your findings with your classmates.

Principal Outcomes	
A-5 To extend their knowledge of the world	❑ **A-5.2 gather and organize information** a. gather simple information b. organize items in different ways
GC-2 Appreciating diversity	❑ **GC-2.2 general language knowledge** a. explore the variety of languages spoken by those around them b. identify similarities among words from different languages within their personal experience ❑ **GC-2.3 awareness of own culture** a. explore similarities between their own culture and other cultures
Supporting Outcomes	
S-3 General learning	❑ **S-3.1 cognitive** a. use simple cognitive strategies, with guidance, to enhance general learning; e.g., ask key questions

Materials
- Access to people from different cultures who speak different languages
- A brainstormed list of possible questions and elements necessary to explore languages and cultures

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语言大汇聚 / Languages Galore

Performance Task Description

As part of a classroom celebration of diversity, you have been asked to investigate what languages are spoken by the people around you and notice the similarities between words from those languages and your own. Explore the similarities between other cultures and your own and share your findings with your classmates.

Instructions

1. Identify several people around you who speak different languages; e.g., friends, their families, your family, teachers, classmates, other students in the school, school custodians, secretaries and other staff, family friends or neighbours.
2. Choose from a brainstormed list of questions and interview these people about their language; e.g., What is the name of the language? In what countries is this language spoken?
3. Note any similarities between words in the languages; e.g., sounds, spelling, meaning.
4. Choose from a brainstormed list of questions and interview these people about their culture; e.g., greetings, holiday celebrations, traditions, food, dance, dress, relationships, values, expectations.
5. Note any similarities between your culture and others.
6. Share your findings with your classmates.

Evaluation Tools

- Self-assessment
- Self-assessment and Teacher Feedback
- Self-assessment and Peer-assessment Rating Scale

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For Student Use

语言大汇聚 / Languages Galore: Self-assessment

姓名 / Name: _____ 日期 / Date: _____

An interview with ...

Name: _____ Relationship to me: _____

Criteria	Questions I Could Ask	Answers I Received	How Well Did I Listen? very well/could do better
S-3.1a • ask **key questions** to guide my research			
GC-2.2a • explore the **variety of languages** around me			
GC-2.2b, S-3.1a • identify **similarities and differences** among languages			
GC-2.3a • explore **similarities** between my culture and other cultures			

The most important thing I learned was ...	If I had more time, I would like to learn more about ...

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语言大汇聚 / Languages Galore: Self-assessment and Teacher Feedback

姓名 / Name: _____ 日期 / Date: _____

Words in One Language	Words in Other Languages	GC-2.2b Explanation of the Similarities in Words between Languages
❑ Word Language _____	❑ Word Language _____	Teacher use: The explanation is **clear / confusing**
❑ Word Language _____	❑ Word Language _____	Teacher use: The explanation is **clear / confusing**
❑ Word Language _____	❑ Word Language _____	Teacher use: The explanation is **clear / confusing**
❑ Word Language _____	❑ Word Language _____	Teacher use: The explanation is **clear / confusing**
❑ Word Language _____	❑ Word Language _____	Teacher use: The explanation is **clear / confusing**
Student: The most interesting thing I learned about similarities between languages was ...		
Teacher: I noticed ...		

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语言大汇聚 / Languages Galore: Self-assessment

GC-2.3a Exploring Similarities in Cultures

姓名 / Name: _____ 日期 / Date: _____

In my culture, I ...	In the other culture, they ...	What is similar in both is ...
Please notice ...		

语言大汇聚 / Languages Galore: Peer-assessment Rating Scale

Criteria: I noticed that you ...	Yes	Getting There	Not Yet
GC-2.3a explored a variety of similarities between cultures			
A-5.2a, gathered and organized information about these A-5.2b similarities			
I would like to compliment you on ... Some advice for next time would be ...			

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多姿多采的文化 / Cultures Galore

Student's Performance Task Description
Your class would like to hold an event that celebrates cultural diversity. You and your classmates plan to share and compare aspects of your cultures and decide to invite guests to do the same. Part of your plan involves suggesting reasons why your teacher, classmates and invited guests should participate in such an event.

Principal Outcomes	
GC-2 Appreciating diversity	❑ **GC-2.3 awareness of own culture** a. explore similarities between their own culture and other cultures ❑ **GC-2.4 general cultural knowledge** a. participate in activities and experiences that reflect elements of different cultures
GC-3 Personal and career opportunities	❑ **GC-3.2 cultural and linguistic diversity** a. suggest some reasons for participating in activities and experiences that reflect elements of different cultures
Supporting Outcomes	
A-5 To extend their knowledge of the world	❑ **A-5.2 gather and organize information** a. gather simple information b. organize items in different ways

Materials
- Objects necessary to illustrate aspects of culture
- Access to people from different cultures

Alternative Assessment Task
Your school is having an event to celebrate multiculturalism. You and your classmates give reasons to participate in this event. These reasons are compiled in a multimedia presentation and shown at the entrance of the event for all participants to see.

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For Student Use

多姿多采的文化 / Cultures Galore

Performance Task Description

Your class would like to hold an event that celebrates cultural diversity. You and your classmates plan to share and compare aspects of your cultures and decide to invite guests to do the same. Part of your plan involves suggesting reasons why your teacher, classmates and invited guests should participate in such an event.

Instructions

1. Think of and present reasons why the class should participate in activities that reflect elements of different cultures. Record your ideas on the chart provided.
2. Choose an aspect of your culture to share with your classmates; e.g., greetings, holiday celebrations, traditions, food, dance, dress, relationships, values, expectations.
3. Invite several other people to share aspects of their culture; e.g., friends, their families, your family, teachers, other students in the school, school custodians, secretaries and other staff, family friends or neighbours.
4. Note any similarities between your culture and others by writing them on the comparison chart.

Evaluation Tools

- Self-assessment Rating Scale and Teacher Feedback
- Comparison Chart and Self-assessment/Teacher Feedback
- Rating Scale

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多姿多采的文化 / Cultures Galore: Self-assessment Rating Scale and Teacher Feedback

姓名 / Name: _____ 日期 / Date: _____

多姿多采的文化 / Cultures Galore: Self-assessment Rating Scale

In celebrating my culture and others ...		Wow!	Yes	Okay	Not Yet
GC-3.2a	• I gave a variety of reasons about why it is important to participate in cultural activities	☐	☐	☐	☐
GC-3.2a	• My ideas were well supported by a variety of facts and opinions	☐	☐	☐	☐
A-5.2b	• My ideas were well organized, presented and understood by others	☐	☐	☐	☐
GC-2.4a	• I actively participated in a variety of cultural activities presented in class	☐	☐	☐	☐
GC-2.3a	• I can understand and explain similarities between other cultures and my own	☐	☐	☐	☐

When I think about similarities between other cultures and my own, I ...

If I could participate in similar cultural activities again, I would like to

Because ...

多姿多采的文化 / Cultures Galore: Teacher Feedback

Wow!	Yes	Yes, but ...	No, but ...
☐	☐	☐	☐

Based on the criteria above, I ...

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多姿多采的文化 / Cultures Galore: Comparison Chart and Self-assessment/Teacher Feedback

姓名 / Name: _____ 日期 / Date: _____

多姿多采的文化 / Cultures Galore: Comparison Chart

GC-2.3a **In celebrating my culture and others, I noticed these similarities ...**

Element of Culture	Celebrated by	Name of Culture	Similarities with My Culture
_____	_____	_____	_____
Details _____			_____
_____			_____
_____	_____	_____	_____
Details _____			_____
_____			_____
_____	_____	_____	_____
Details _____			_____
_____			_____

多姿多采的文化 / Cultures Galore: Self-assessment/Teacher Feedback

STUDENT: GC-2.3a An important thing I learned by exploring similarities between other cultures and my own is ...

GC-2.4a For me, an important reason to participate in activities involving culture is ...

TEACHER: GC-2.3a When exploring similarities between cultures, I noticed that you ...

A suggestion I would like to offer you is ...

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多姿多采的文化 / Cultures Galore: Rating Scale

姓名 / Name: _____ 日期 / Date: _____

Student	Teacher			
GC-3.2a These are the reasons I think it is important to participate in cultural activities ...	**Quality of Reasons**			
	Wow! Compelling	**Yes** Developed	**Okay** Stated	**Not Yet** Confusing
•	☐	☐	☐	☐
	Comments			
•	☐	☐	☐	☐
	Comments			
•	☐	☐	☐	☐
	Comments			
•	☐	☐	☐	☐
	Comments			

Student

When you read my reasons, please notice ...

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For Teacher Use

求生指引 / Survival Guide

Student's Performance Task Description
A new student is considering studying Chinese and has asked you for advice about how to survive and adapt to the Chinese classroom. You have decided to put your ideas together into a survival guide for students.

Principal Outcomes	
GC-2 Appreciating diversity	❑ **GC-2.6 intercultural skills** a. adapt to new situations

Supporting Outcomes	
S-3 General learning	❑ **S-3.2 metacognitive** a. use simple metacognitive strategies, with guidance, to enhance general learning; e.g., reflect upon how you learn

Materials
- A brainstormed list of ideas about strategies used to adapt to the Chinese-language classroom

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求生指引 / Survival Guide

Performance Task Description
A new student is considering studying Chinese and has asked you for advice about how to survive and adapt to the Chinese classroom. You have decided to put your ideas together into a survival guide for students.

Instructions

1. Reflect on your experiences as a second-language learner.
2. Think about strategies and experiences that helped you adapt to, and be successful in learning, Chinese language and culture. Think of specific examples.
3. Think about strategies and experiences that you feel were not as helpful; e.g., being afraid to make mistakes. Think of specific examples.
4. Discuss your ideas with your classmates and make a list of your ideas.
5. Compile your ideas and examples into a survival guide that will help others adapt to the Chinese classroom. You may choose to write a letter, make a poster, brochure or checklist.

Evaluation Tools
- Self-assessment Rating Scale
- Peer Assessment
- Teacher Rating Scale

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For Student Use

求生指引 / Survival Guide: Self-assessment Rating Scale

姓名 / Name: _____ 日期 / Date: _____

In this task, I could ...	Yes	Getting There	Not Yet
GC-2.6a • give advice to a new student on how to adapt to the Chinese-language classroom I know this because ...			
S-3.2a • share specific examples of the strategies and experiences that were successful in helping me adapt to learning Chinese I know this because ...			
S-3.2a • share specific examples of the strategies and experiences that did not help me adapt to learning Chinese I know this because ...			

S-3.2a When I think about how I learn Chinese, I can say that I ...

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求生指引 / Survival Guide: Peer Assessment

姓名 / Name: _____ 日期 / Date: _____

I am giving my feedback to: _____

My reflections on your work

GC-2.6a • on adapting to the Chinese-language classroom ...	A compliment ... Some advice for next time ...

Student Response to Peer Assessment

姓名 / Name: _____

	When I read my peer's comments on my work ...
S-3.2a	• I realize that I was successful at ...
S-3.2a	• I have learned that next time I could ...

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For Teacher Use

求生指引 / Survival Guide: Teacher Rating Scale

姓名 / Name: _____ 日期 / Date: _____

Criteria	Excellent	Very Good	Satisfactory	Not Yet
GC-2.6a • adapts to new situations	●	●	●	●
S-3.2a • reflects on successful learning strategies	●	●	●	●
S-3.2a • reflects on less successful learning strategies	●	●	●	●

Comments

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